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Kind of Examinations

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Prairie View State College

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KIND OF EXAMINATIONS

by

Vernice Smith

An Undergraduate Thesis Submitted

to the

FACULTY OF THE SCHOOL OF ARTS AND SCIENCES

OF

Prairie View State College

Prairie View, Texas

In Partial Fulfillment of the Requirements for the

degree of

Bachelor of Science in Education

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Outline

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A Comparative Study of The New Type and Essay Type Examinations: A Study of The Nature of These Examinations and Their Relative Worth With Suggestions For Their Construction.

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3. Teacher has all answers to the questions

4.Directions are drawn up so carefully that no one can misunderstand

B.The objective tests are more reliable

1.A wide range of achievement can be measured in the same given amount of time

2.The amount of writing done by pupils reduced to a minimum

3.The element of writing does not enter in

C. The objective tests defeat the bluffer

D. The objective tests are easily administered

1.Clear, simple, and direct instructions to the pupils are printed on the tests

2.A carefully written manual is placed in the hands of the instructor

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1.They are definite

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- D. Takes too much time, and are too difficult to prepare
- E. Opportunity for guessing
- F. May suggest the wrong idea

V. Advantages of the Essay Type Examination

- A. Give training in thought organization, and written expression
- B. Less chance for guessing
- C. Act as an incentive or motivating agent
- D. Give the instructor a chance to check on pupils grammar and spelling
- E. Takes less time to construct

VI. Disadvantages of the Essay Type Examinations

- A. They are less Reliable
 - 1. The sampling is small
 - 2. Pupil responses are not brief
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- C. Too much time is lost in grading ✓
- D. Opportunity for bluffing
- E. Grading is too subjective
- F. The answers are usually vague

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- A. Make a key containing right and wrong answers

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 - 1. Place general directions at the top of the various exercises
 - 2. Give examples of the various exercises of the pupils are not familiar with tests
- C. Avoid ambiguous statements
- D. Choose items which will include most important facts
- E. Arrange items in random order
- F. Avoid omnibus type arrangement
- G. Make answers so they will be neither absurd, nor too evident
- H. Select some items that are so difficult that no student in the class will be able to answer perfectly and some items so difficult that all students in the class will be able to give the correct response

VIII. Suggestions for constructing

Specific Types of New Type Examinations

- A. True-false Exercises
 - 1. Make out from one hundred to one hundred fifty questions
 - 2. Prepare a key of correct answers in such a form that it may be laid a-leside the pupil's paper
 - 3. Give examples of the exercises, if pupils are not familiar with the test
 - 4. Have test mimeographed
 - 5. Place a copy in the hands of each pupil
 - 6. Do not have the number of true and the number of false

statements exactly equal

7. Select false statements which will not permit the student to identify the correct answer by eliminating the incorrect one.

8. Arrange items in random order

9. The formula for scoring true-false tests is the number of correct responses minus the number of incorrect responses

B. Multiple-Choice Exercises

1. The correct answers should not always occupy the same position

2. The location of the item must follow no consecutive order

3. Make instructions very brief

4. Let all instructions appear on the test sheet

C. Matching exercise

1. Place items on one side of the list that will match with no item in the other list

2. Do not have less than ten nor more than twenty items

3. Have more than two lists of items to be matched

4. In scoring matching tests give one point for each pair of items correctly matched

D. Completion exercises

1. Write out in positive form definitions, principles, laws and statements of facts, then determine the words which are to be omitted

2. Do not omit two words together

3. Instructions should be given at the top of the exercise
4. In scoring responses give one for each blank that if filled in correctly

IX. Suggestions for Constructing the Old Type examinations

- A. Prepare questions in advance
 1. Go over questions to find weaknesses and then improve on them
- B. Ask pupils to hand in questions
 1. Modify form and expression of pupils questions
- C. Repeat questions used on previous tests
- D. Ask one or two difficult questions and one or two very easy questions
- E. Write out answers which are expected from pupils

X. Summary and Conclusions

For a long time the examination will feel compelled, in order to secure themselves from the risk of the character of work which is being done in their courses, to offer some kind of test designed to furnish this information.

This situation makes the writing of this paper an essay and the type examinations especially necessary. For a long time a large amount of experimentation has been in progress looking to the formulation of new types of examinations which may be assumed to be more objective in character than the essay examinations and which may involve, if not eliminate, some of the evils which are incidental to the use of the essay examinations. A large number

A comparative Study of New Type and Essay Type examinations:
A Study of the nature of these Examinations and Their Relative
Worth with Suggestions for Their Construction

Introduction

Purpose of Study.- In the preparation of this paper, it is the purpose of the writer to compare the traditional type examinations with the new type examinations as to their relative worth; and to suggest some ways of constructing both types of examinations so as to yield the greatest return.

Almost all who are engaged in educational work, either as students or teachers, are vitally interested in the subject of marks and examinations. For a long time to come instructors will feel compelled, in order to assure themselves from time to time of the character of work which is being done in their courses, to offer some kind of test designed to furnish this information.

This situation makes the writing of this paper on Essay and New Type examinations especially necessary. For a long time a large amount of experimentation has been in progress looking to the formulation of New types of examinations which may be assumed to be more objective in character than the essay examinations and which may lessen, if not eliminate, some of the evils which are incidental to the use of the essay examinations. A large number

of educational institutions, ranging from the elementary schools to the professional schools, are making a more extensive use of the various types of new examinations. The writer of this paper presents the essay type examinations and some of the more commonly known types of new examinations and some of the modified types which have not been used to as great an extent.

Method of Procedure.— The writer of this paper has gained material through reading books, journals, periodical, and standardized tests. The writer of this paper has made a critical review of New type tests constructed and given in the High School Department at Prairie View.

Kind of Examinations

Objective Examinations : The objective or New type ex-

amination is an expression used for understandardized test and exercises which may be objectively scored and which require little writing on the part of those being tested. The new type tests are very different from the essay tests in that the subjective element is left out of the tests.

The objective examinations are composed of two main types, the recall and the recognition tests. The recall type is composed of sentences or paragraphs with some of the essential parts omitted. Some of the types of recall tests are the single-answer test, in which the answer to the series of questions consists of a single word or, phrase; the completion test consists of sentences of which a very important part is omitted. The individual being tested is asked to fill in the blanks with the correct word. The completion test is divided into two kinds, the simple completion exercises and the completion exercises with suggested answers.

The recognition tests consist of suggested answers to the questions and the student is expected to recognize and indicate the correct or best answer from among several which are listed. The most generally used are the multiple response exercise, the multiple-reasoning exercise, the true-false exercise, the incorrect statements, the matching exercises, the Definitions exercise, the

¹ See appendix B. Glossary, Objective examinations.

enumeration exercise, the association exercise, exercises for arrangement in chronological order, identification exercises, analogy exercise, abbreviations, or formular, and the classification exercises.

Subjective Examinations

The Essay type examination is often spoken of as the subjective examination or the old type examination.² It is a type of examination which calls for answers involving much writing or discussion.

The kinds of subjective examinations are commonly thought of as the discussion type, the problem type, and the question and answer types.

Advantages of The Objective Examinations

Objectives Tests are surely Objective.- The scoring is purely a mechanical procedure; a clerical routine that can be done automatically by any one. The subjective judgement of the scorer has no influence. The score remains the same no matter who scores it. An answer key is placed in the hands of the instructor so that there is no doubt in his mind about the correct and incorrect answers.

Objective Test are More Reliable.- Objective test are framed in such a way that the student has little or no writing to do. He is required to give a minimum of attention to the form of the answer which consist of a word, a number, a mere check,

1

See appendix B. recognition tests.

2

See appendix B. essay type tests.

encircling, or underlining. This makes it possible to include a large number of items which increase the reliability of the tests.

New Type Tests Defeats the Bluffer.- There are some pupils who know absolutely nothing about the subject matter over which the test covers and when the instructors say discuss, the student will write around the question. Near the close of the paper¹ he may hit upon the question. In the new Type test, his answers are either right or wrong. Partial credits are never given.

The Objective Tests are Easily Administered.- The new type tests may be given in less time than the essay examination; they do not require so much writing as to exhaust the pupils. They may be scored by the pupils with a key or a stencil. The same test may be given many times.

New Type Tests are Easier To Grade: The instructor is provided with answers keys conveniently arranged so as to make for ease and accurate scoring of the test papers.

Standards Can Be Developed from Them.- By keeping the records made by each class, the teacher may compare her pupils and teaching from year to year. By giving objectives tests to different classes in different schools the results of the test scores made in one school may be easily compared with the results obtained from tests scores in other schools.

The teacher may find the medium score or she may find the

¹
J.C.Almack and A.R.Long. The Beginning Teacher, pp.225-26

standard deviation from scores made in her classes and compare them with medium scores or the standard deviation in classes in different schools.

New Type Tests are More Diagnostic.- The errors made on each item of the test can be noted and additional corrective instruction given where necessary. An analysis of the results of some forms of the new type test may be made by constructing a form to show the items missed and who missed them. The diagnostic score sheet may be used. This indicates where emphasis need to be placed in reteaching the whole class and each student requires special instruction.

Disadvantage of the Objective Examinations

New Type Tests Place a Premium on Factual Knowledge.- The objective examinations do not measure up to the ways in which knowledge will be actually used. They are too artificial in that they do not resemble life's situations. The problems met with in life outside the school are such that there are more than one correct solution. There may be several solutions to one problem.

This is a portion of a test in Public School Music in the High School Department at Prairie View State College at Prairie View, Texas

True-False:

- 1-A tone is a musical sound
- 2-All music is made up of a combination of tones, which is musically effective.

3- All instruments are made of wood. This test illustrates a test which makes use of factual knowledge.

Objective Tests Place Too much Emphasis on Memorization.- The new type examinations, especially the true false test, call for memorization. In true-false tests, if the test is not carefully planned the answers will be merely a matter of memorization.

The above test in public school music illustrates a test in which memorization plays too great a part.

New Type Tests Are Lacking in Training in Thought Organization and Written Expression.- The new type examinations do not give the pupils a chance to organize his thoughts and to express them in good style. They do away with initiative on the part of the pupils. All the pupils have to do is to fill in blanks, or indicate his responses by a word, or underlining. His punctuation and spelling may be very poor. Still this condition is over looked in the new type tests.

New Type Tests Require too Much Time and are Too Difficult to Prepare .- In preparing new type tests from three to four times as much time is required as required for constructing essay examinations. These tests are very difficult to prepare in that care must be taken not to include statements in which the answer can be guessed. The arrangement of the items is very difficult. This requires careful consideration of the tests.

The New Type Examinations Offer Opportunity for Guessing.- The new type tests encourage the habit of pure guessing without supporting evidence. The pupils are told to mark every item in the test. This applies more to the true-false test than the other forms

of the new type tests.

The Objective Test may Suggest the Wrong Idea.-One severe criticism of the new type examinations and especially is this true-false test, is that the false statements give the wrong impression. It is believed that the incorrect ideas once built up the correct ones are hard to build. It is very confusing to present incorrect ideas.

Advantages of The Essay Type Examination

They give Training in Thought Organization and Written Expression.- The essay examinations have some special values which the objective examinations do not have. It provides an opportunity for revealing reasoning procedures, initiative, originality, and ability in the organization of material. Students are allowed a choice in answers. They give an opportunity for the exercise of discrimination and judgement in the selection of preferable facts. The essay examination allow pupils to give answers and to interpret questions according to their levels of ability. They also allow pupils to respond in a manner corresponding with their intellectual capacities.

Essay Examinations Offer Less Opportunity for Guessing.- The essay examinations eliminate guessing to a great extent. The pupil is asked to interpretate, criticise, justify, trace, compare, discuss or summarize in an essay examination. This cannot be done in the new type examinations. The answers to the essay examinations cannot very well be guessed. Answers to essay tests are not suggested.

Essay Examinations act as An Incentive.- The essay examinations provide an effective means for the motivation of review work. The material may be gone over critically and deliberately; that facts

can be carefully weighed and reflected upon; that ideas may be selected according to their relative importance and carefully organized in the mind.

Essay Examinations Give Instructors a chance to Check.

On Pupils Grammar And Spelling.- The essay examinations require more than a minimum of attention to the form of the answers. Because the pupils is required to criticize, discuss, interpret, or summarize, he must use composition, which includes sentence structure, punctuation, diction and spelling. If the pupils use poor grammar and spelling the instructor can apply remedial teaching.

Essay Examinations Require Less Time for Construction.- The essay examination can be constructed in a very short period of time. An essay examination may be framed in less than one half the time that is required to construct the new type examinations. This does not mean, however, that the essay examinations do not require careful thought. The ease of construction has made this type of examinations satisfactory to the class room teachers.

Disadvantages of The Essay Examinations

To Much Time Is Spent In Grading The Essay Examinations.- One objection frequently made to the use of essay examinations is that they require too much time to grade. The teacher is usually very tired after teaching all day, and she has a large number of essay test papers to grade this increases her burden. Where as on the other hand if she had given an objective test she would have been provided with answer keys so that any one could have corrected the examinations.

Essay Examinations give Opportunity for Bluffing.-

The essay examinations allow the pupils to write around the question instead of on it. The pupils may know very little about the question yet they may write a long composition. After writing for a long while they may "hit upon" one or two points. If the composition is neatly written the pupils will receive a high score when they know comparatively nothing about the question.

Grading of The Essay Examinations Is Too Subjective.- In essay examinations teachers differ in opinion about questions, as to just how much should be given for a question. Some teachers grade pupils responses on the importance of the question and others grade on the difficulty of the questions. Teachers sometimes and most times grade pupils on the bases of their attitude toward the pupils. Some pupils may do a very poor grade of work; if the teacher is very familiar with the pupils they will receive a very high grade. On the other hand if the teacher does not know the pupils a very well he will give the pupils a very low score. The pupils receiving the low score may know much more about the question than those pupils who receives high scores.

Answers To Essay Examinations are Usually Vague.- Essay examinations are usually answered in a round about way. Pupils answers usually consist of responses that are trife or vague. The answers are given in such a manner that they are neither right nor wholly wrong.

General Suggestions For Constructing New Type Examinations

Make A Key Containing Right And Wrong Answers.- To be sure that there will not be different grades for the same tests given at different times, it is necessary to make answers keys. The keys should be so constructed that they may be placed along side of the tests that

are being scored. By having a key all teachers are able to score the tests with the same amount of accuracy.¹

Precede Test Exercises by Explicit Directions.— place explicit directions at the top of the various exercises. These directions should explain just how pupils responses are to be given.

If the pupils are not familiar with the tests give examples so that the pupils will know what to do. In constructing examinations, whether new or essay types, it is always necessary that every statement be clearly stated so that there will be no misunderstanding on the part of the individual. So many times questions are worded so that they have two or three meanings and some times no meaning at all.

Choose Items Which Will Include Most Important Facts.— So many times questions which are of practically no value at all are included in tests. This shows a lack of judgement on the part of the instructor. It has been found that some instructors choose all items from one chapter in the text book. This procedure should not be practiced. In the construction of examinations important items should be selected from the entire course in which the subjects are being tested. That is to say that a representative sample should be taken.

Arrange Items in Random Order.— In constructing examinations one should never have a fixed order of arrangement. Questions should not be arranged so that the first question will answer the second, or the second will answer the third. When random order of arrangement is practiced the pupils are not able to arrive at the answers by elimination.

Avoid Omnibus Type of Arrangement.— In constructing examinations containing items or exercises of many types, all these of type should be grouped under one heading and one set of directions. The omnibus type of test should never be used in test in the school subjects. Directions can not be definitely given.

Make Answers So That They Will Be Neither Too Absurd Nor Too Evident .— The wording of the statements and the suggested answers, where given, should be such that the correct answers are not too evident and the incorrect ones not too absurd. The test should be so constructed that pupils unacquainted with the subject matter, no matter how high their intelligence and generally well informed they may be, they cannot answer the questions correctly, where as those who have mastered the subject matter will be able to do regardless of their general intelligence and of their knowledge in other fields.

Select Some Items That are Very Difficult and Some Items That are Very Easy .— Make the test of such a degree of difficulty that there will be practically no perfect or zero scores. In order to do this some items easy enough for all members of the class to answer, others hard enough that only a few members of the class can answer, and others of difficulty intermediate between the two. This cares for individual difference in pupils. The slow pupils can answer the easy questions, the average pupils can answer both the easy and the intermediate questions. The bright pupils are able to

1
See appendix B. omnibus test

answer all the questions. Make the time long enough that all pupils can respond to a fair number of exercises in the test, but short enough that none can complete the test.

Suggestions For Constructing Specific Types of New Examinations

True-False Test.-- A list of affirmative true statements may be made out. Make some of this list false by the change, insertion, or removal of one or more words. No negatives should be used. Sentences containing more than one idea should be avoided. Avoid clue words such as all, sometimes, always, and never. Prepare a key of correct answers in such a form that it may be laid along-side the pupils papers when the responses are being scored.

Precede the test by explicit directions. Illustrations of how affirmative true statements may be made false.

-1. The Colonies gained their independence in 1776.

-2. The Colonies gained independence from France in 1776.

The second statement is made false by inserting the phrase from France. If there is some means by which the test can be mimeographed place a copy in the hands of each pupil. The number of true and the number of false statements should not be exactly equal. When the statements are equal the pupils will try to guess half of them as being wrong and half as being right.

Select false statements which will not permit the pupils to identify the correct answers by eliminating the incorrect one. Arrange items so that there will be a certain number of false

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and no sequence of order. Choose the items at random. Do not have the items arranged so that there will be a certain number of True statements coming in another place. For example: two false, four true, five false, five true. It should be suggested that the questions be made out placed in a box and shook up, then a coin be thrown up, in the air. If the coin falls on heads make the statement true. If the coin falls on tails make the statement false.

In order to take care of guessing which the true-false exercises allow for, a definite formula for scoring the test has been given. The formula may be stated as $\text{Score} = \frac{R-W}{N-1}$ or $R-W$. This formula is the number of correct responses minus the number of incorrect responses.

In order to make the test more reliable a large number of exercises may be included. From one hundred to one hundred fifty true-false items should be selected for testing a semesters work. From fifty to seventfive items should be chosen for testing a unit of work. This is done in order to get a large sampling of the work covered, and to include some items which the dull, average, and bright pupils can answer correctly.

Three different sets of responses may be used. These are the words "true and false", the initial letters "t and f", and signs "+" and "-". The sign "+" represents true and the sign "-" represents false.

Below are given some examples of portions of true-false tests constructed and given by Practice teachers in the Prairie View High School Department at Prairie View, Texas,

Modern European History

Grade 9a

Directions: Place a plus sign before the true statement and a minus sign before those that are false.

- 1. The French Revolution did not destroy the old Regime in France.
- 2. A majority can be as tyrannical as any divine right monarch.
- 3. The wars which Louis XV was persuaded to enter reduced France to the position of a second rate power.
- 4. Mirabeau, a born statesman and orator, had a sincere belief in constitutional government.

This test is lacking in that there is no key made for the scoring of the test. This test may be greatly improved by making an answer key.

Multiple Choice Exercise. - In order to formulate good multiple-response exercises care must be taken in placing the correct answers so that they will not always occupy the same position. The location of the item must follow no consecutive order. Instructions should be made very brief. All instructions should appear on the test sheet.

Below are given some examples of a portion of a multiple response test given by a teacher of physical Education in the Prairie View High School.

Directions: Under line the correct word in each of the following statements.

1. A dentist should be consulted at least once a year, twice a year, or once every two years.

2. Physicial Education is closely related to Botany, Biology, Physiology.

3. When the Tennis is being played, the legs, feet arms are used most.

Matching Exercises.— Arrange two lists of items. Arrange items in one of the list so that tht is random with respect to those in the other list. The lists should not contain less than ten items nor more than twenty.

In order to increase the reliability of the test include more than two sets or lists of items to be matched. In scoring the test give one point for each pair of items correctly matched.

Below are examples of matching exercises given in tenth grade Literature at the end of the second Semester.

Directions: Select the correct author from the left and place in the blank opposite the works listed.

- | | |
|-----------------|------------------------|
| 1. Emerson | A. To a Waterfall |
| 2. Brown | B. What is an American |
| 3. Jefferson | C. Ulalume |
| 4. DeGreveceeur | D. Israfel |
| 5. Freneau | E. Thanatopsis |
| 6. Cooper | |
| 7. Bryant | |
| 8. Rawleigh | |
| 9. Franklin | |

Suggestions For Constructing

Essay Examinations

Prepare Questions In Advance .- In the constructing of essay

examinations questions one is expected to prepare questions in advance. Go over the questions from time to time eliminating and revising questions that are not clear. State questions so clearly and so definitely that all pupils will understand them alike.

Ask Pupils to Hand In Questions .- Pupils should be encouraged

to hand in questions that would like discussed, or questions which they would like to be included in the examination. Modify form and expression of pupils questions.

Repeat Questions Used on Previous tests .- Whenever a test

has been given and certain questions asked on the test have not been answered correctly by a large number of pupils it is desirable to ask some of the same questions in another test. This checks on the pupils to see whether they have made note of their mistakes.

Ask One or Two Difficult Questions .- A good way to eliminate

zero and perfect scores is to include one or two questions so difficult that only the very best students in the class can answer and one or two questions so easy that practically every one can answer. This procedure is done in order to care for individuals differences. The slow pupils will be able to answer the easy questions; the average pupils will be able to answer the easy questions and also the intermediate questions, and the bright

pupils will answer the easily questions, the questions of average difficulty and the most difficult questions.

Write Out all answers which are Expected from Pupils .- In order to make the essay examinations more objective it is advisable to write out answers which are expected. This makes grading easier, since the points are written down.

Summary and Conclusion

Summary.- In summarizing the study "a Comparative Study of New Type and Essay Type Examinations" the writer has emphasized the following points:

The purpose of the study was to compare the essay type examinations with the New type examinations as to their relative worth; and to suggest some ways of constructing both types of examinations so as to yield the greatest returns.

The writer gained material through reading books, journals, periodicals, and tests. The writer also made a close study of some of the tests constructed and given in the High School Department at Prairie View. Some of the critized were Public School Music test, American Literature, Physical Education, History, and Algebra.

Since there are many advantages and disadvantages of both essay and the new type examinations some suggestions for constructing both types of examinations so as to make tests measure up to the standard of a good test have been offered.

In making this study the writer has made (1) an attempt

to give some advantages and disadvantages of both types of tests,
 (2) to offer some suggestions for constructing both types of examinations.
 Some suggestions for constructing New Type examinations

The advantages of the New Type examinations are that they
 are (1) purely objective, (2) more reliable (3) easily administered
 (4) easier to grade (5) economical as to time saved in giving
 (6) more diagnostic, (7) results are more easily compared and can
 be standardized, greater accuracy. They make use for discrimination,
 and defeat the bluffers, and that only the very best pupils can

There are many disadvantages of the New Type tests. Some
 of the disadvantages are: places a premium on factual knowledge,
 places too much emphasis on memorization, lacking in training in
 thought organization, and written expression, take too much time
 and are too difficult to prepare, offer opportunity for guess, and
 may suggest the wrong idea.

There have been many arguments against the use of the essay
 examinations. The essay examinations possess some advantages that
 the new type "examinations" do not possess. These advantages are
 given training in thought organization, and written expression,
 less chance for guessing, acts as an incentive or motivating agent,
 give the instructor a chance to check on pupils' grammar and spelling,
 takes less time to construct.

There are some disadvantages as well as advantages. Some
 of the disadvantages are less reliable, possibility of distributing
 zero and perfect scores, too much time is lost in grading, offer

opportunity for guessing, grading is too subject, and answers are usually vague.

Some suggestions for constructing New Type examinations are: precede test exercises by explicit directions as to just how pupils are to record their responses; (1) choose item which will include most important facts (2) avoid ambiguous statements (3) avoid omnibus type arrangement, (4) arrange items in random order; (5) make answers neither too absurd nor too evident; (6) select some items that are so hard that only the very best pupils can answer, and one or two items so easily that practically every one in the class can answer, (7) make a key containing right and wrong answers.

In constructing essay examinations (1) prepare questions in advance (2) encourage pupils to turn in questions that may be asked in the test. Modify the form and expression of pupils questions; (3) repeat questions used on previous tests, (4) ask one or two difficult questions and one or two easy ones; (5) write out answers which are expected from pupils.

Conclusions .- After making a close study of New Type and essay type examinations the writer reaches the following conclusions:

The new type examinations can not take the place of the essay examinations, neither can the essay examinations be substituted for the new type examinations Each type of examination should be used when a particular field of knowledge is being tested. Whenever a large amount of material is to be covered in a short time the new

type examinations may be used. Since Negroes are generally deficient in expression and grammar, the essay tests should be used as frequently as possible. In this case the new type examinations should be used only when there is a wide range of material to be covered in a short period of time.

A. Glossary

Appendix A.

There will appear criticism of some samples of portions of tests constructed and given by students teachers in the Prairie View High School Department.

This appendix offers a portion of tests that are properly constructed and are given by students teachers in the Prairie View High School Department.

Properly Constructed Tests
 Algebra Grade 8th Final Examinations
 Second Semester

True-False

Appendix

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In this appendix will be found material supplementing in many cases the discussion and explanation presented in this paper.

A. Some samples of poorly and properly constructed Tests given in The Prairie View High School.

B. Glossary

Appendix A.

There will appear criticism of some samples of portions of tests constructed and given by students teachers in the Prairie View High School Department.

This appendix offers a portion of some samples of tests that are properly constructed and some tests that are poorly constructed. These tests were constructed and used by the Practice teachers of different classes and grades in the Prairie View High School department.

Poorly Constructed Tests Algebra Grade 8th Final Examinations Second Semester

True-False

1. A polynomial is an algebraic expression containing two or more terms.

2. A power of a number is the sum obtained by using the number as a factor one or more times
3. Factoring is the process of finding two or more expressions whose product is equal to a given expression.
4. Two straight lines can intersect at but one point on a graph.

Although this is only a portion of the test, it is deficient in that there are no directions, or examples given. There are no blank spaces upon which to write the words true or false. There is no answer key for this test.

Public School Music

High School

True-False

- 1.-A tone is a musical sound.
- 2.-The name of the fifth line of the treble clef is D.
- 3.-The name of the third line of the treble clef is A.
- 4.-A half step in music is the smallest interval between two tones.
- 5.-A whole step is the largest interval between two lines.

This is a portion of a test given in Public School Music in the Prairie View High School. This is a very undesirable test. In the first statement factual knowledge is called for. The other statements are arranged in an order so that the answers may be called by a process of elimination. One very serious criticism that can be made of this test is that there are no directions or examples given. The pupils will not know just how to give their responses. These test may be greatly improved by placing explicit directions at the top of the exercise and by arranging items in a different arrangement. When there

are no blank spaces upon which to write the word true, or false, these should be remedied by leaving blank or which to indicate responses.

Properly Constructed Tests

History Grade 9 Final Examinations

Multiple-Choice

Directions: Under line the word or phrase that makes the best answer in each of the following sentences:

1. The reign of Terror in France lasted ten years; forever; two years.
2. The oldest and most successfully of Napoleon's enemies was France; Spain; Great Britain.
3. The leader for the international congress was: Napoleon; Louis xv; Metternich.

This is a very good test in that directions are given the top of the exercise although the key does not appear in the appendix, there was an answer key made out for this test. This is only a portion of the test.

Literature Grade 10

Final Examination

True-False

Directions: Place a plus in front of each correct statement and a zero in front of each incorrect statement.

- 1. The first Virginia colonists were nobles and rich merchants.
- 2. The frontier Settlers patterned their ways of living after the New England settlers.
- 3. Unlike Franklin, Irvin kept up his business instead of spending

all of his time on his writing or public service.

-4. Cooper based his romances on the sea and frontier life.

This is a portion of a test given in Literature at the end of the second semester. It is desirable test in that directions are clearly stated, an answer key is made, although it does not appear in this appendix. The test would have been far better had examples been given to show pupils who are unfamiliar with the test just how responses are to be given.

Literature Grade 10 Final Examinations

Matching Exercise

Directions: Select the correct author from the lettered column and place in the blank in front of his works.

-1. The Sketch Book

-2. The Declaration of Independence

-3. Forest Hymn

-4. Israfel

-5. Thanatopsis

A. Brown

B. Bryant

C. Cooper

D. DeGreveceur

E. Emerson

F. Franklin

G. Freneav

H. Irving

I. Hamilton

J. Poe

K. Jefferson

This is a very good test because in the first place it is

preceded by clear directions. There are some jokers in the lettered column. That is some authors are included who will match with none of the works included in the column of the left. A key containing right and wrong answers was made for this test, although it does not appear in this appendix.

Appendix A. Glossary

For the convenience of the reader who may not be acquainted with many of the terms used in this paper this list of definitions is presented.

Accuracy. Ratio of number of exercises attempted to number correctly done. Administrability. Implies the ease with which the material may be used, scored, and interpreted.

Alternate response test. An objective test of the type which permits the individual to choose between two possible answers, one of which is right and the other of which is wrong.

Completion test. A common form of the new type of examination, consisting of statements in which one or more important words have been omitted. The test calls for the individual to supply the missing word.

Diagnosis. Exact identification and location of strength or weaknesses. Discrimination. The quality in a test which causes it to distinguish adequately between varying levels of ability. Essay type examination. The type of examination commonly used previous to the development of the so-called objective type tests. They consist

of exercises of the discussion type.

Exercise. A unit of work in a test governed by a specific set of directions.

Informal test. A test prepared by the class room teachers as distinguished from the standardized test.

Item. The item is frequently used to refer to the smallest unit or part of a test which calls for a distinct answer or pupil response. Thus a single direct recall or yes-no question, a true false statement, a word to be defined, a term to be connected with the proper part of a figure or diagram, is an item. In some cases an item is the same as an exercise. In others a number of items are included in one exercise.

Multiple Choice test. A test composed of exercises arranged in such a way as to require the pupil to select one or more correct responses out of a group of several answers.

Objective. A term used in describing tests in which no opportunity for disagreement as to correctness of responses exists.

Omnibus test. One in which various kinds of items or exercises are mixed together in regular or, more often, irregular order instead of being grouped so that all of one kind are together. Such a test may begin with a multiple-choice exercise followed by a true-false statement, then an analogy, a completion exercise, another true-false one, and so on.

Opposite test. A test consisting of a list of terms calling for the opposite meaning of each to be given.

Random Sampling. The process of selecting a limited number of cases from an unlimited group without allowing personal bias to enter in the selection. A random sample is one selected on a purely chance basis.

Recall test. A new type of test exercise so stated as to be answered correctly by the use of a single word contrasted with recognition tests.

Recognition test. A test containing exercises of the true-false or multiple-answer type. These exercises do not force the student to formulate the answer.

Reliability. Applied to tests as a means of expressing the consistency of performance of the test itself.

Right-minus-wrong formula. Formula for correction of chance in scoring alternate-response exercise.

Subjectivity. The degree to which measurement results are affected by personal factors or judgements. Objectivity and subjectivity are both relative terms. All tests are some what subjective, some are more so than others.

Test. Used in a general sense to describe any type of instrument for measuring any ability. More specifically it is the portion of a measuring device by which the pupil's performance is secured.

Yes no Tests. A variety of alternate response tests comparable to the true-false type.

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